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ABSTRACT

Many foreign language professionals do not realize that global and international education are hollow shells if they are designed and implemented using sources presented in only one language and with reliance on only one perspective from which to address world accomplishments and problems. Foreign language professionals should insist on a "marriage" between the teaching of language and culture. Seventeen strategies for bringing a global perspective to all components of the teacher education curriculum are discussed. (CB)

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Foreign Languages and Global Studies:

A Position Paper

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Foreign Languages and Global Studies:

A Position Paper

As foreign language educators, we are delighted that our discipline is included in the present project on global education. Our inclusion is positive evidence that foreign language study is intended to have an integral role in what many perceive as the curriculum and educational process of the future.

Of course, many foreign language educators also perceive global studies as the curriculum of the past as well. They would maintain that the foreign language profession has been involved--for anyone who would listen--in global education ever since the days of the Army Specialized Training Program of World War II. Under its rigid training plan, counter-intelligence and uniformed field operatives alike were ordered to learn the language(s) of allied and enemy nations and to assimilate their culture(s) to the point that they would pass as natives.

We are not the first to state or imply that both "international" and "global" education have been slightly more myopic than their banners imply. Confusion concerning a definition of the terms has been summarized cogently in a recent essay:

> Just as the terms "international school," "international studies," and "international education" mean different things to different

people, the term "global education" is equally difficult to define precisely. For some it is synonymous with "international studies" or the study of another culture and the relationship between the two countries. For others it includes but goes beyond the study of another language and its culture.[1]

Strasheim states quite clearly that the concept of global education grew up exclusive of the foreign language discipline. Indeed, she stresses that the profession badly needed to repair its teaching of culture, with or without a link to global education. But she sees global studies as a long sought key to the integration of foreign language study into the entire curriculum:

> Because global education encompasses all disciplines in the K-12 curriculum, because it is the first school movement that offers foreign languages an opportunity to assume an integrated and meaningful role in the total school curriculum, or simply because [the]...teaching of culture is in critical need of substantive improvement, the foreign language profession should...establish a ten-year agenda for integrating culture into K-12 foreign language offerings. The result

might be the globalization of some K-12 foreign language programs, but the goal should be improving the cultural dimensions of all such second language offerings.[2]

Ironically enough, Strasheim refers in passing to a notion central to our understanding of the role foreign language study has (more exactly, has <u>not</u>) played in American education. For whatever reasons, and despite the loudest protestations of foreign language professionals, the past twenty years have seen the discipline pushed from a central position in the American educational process to one on its fringe. Calling the decline in actual enrollments and in opportunities for foreign language study "a serious deterioration," the President's Commission on Foreign Language and International Studies characterized the situation as follows: "The problem extends from our elementary schools, where instruction in foreign languages and cultures has virtually disappeared, to the threatened imminent loss of some of the world's leading centers for advanced training and research on foreign areas. Such specific educational neglect, moreover, is reflected in public uncertainty about the relationship between American interests and goals and those of other peoples and cultures."[3]

It is, of course, very easy to pass off the decline of foreign language study by blaming the institutions of higher education that no longer require the subject for admission or for graduation (although new evidence suggests this situation may be

changing). It is equally easy--and not entirely without justification--to blame lackluster teaching and a dearth of clearly defined educational objectives on the part of language teachers themselves for the discipline's decline in popularity. However, we assert that a major cause for both diminished interest in language study and for its exclusion from innovative curricular reform lies also in traditional American xenophobia (partly manifested in the "melting pot") and in school administrators' and guidance counselors' lack of understanding for a subject area few of them have in their own educational background. Allow us a few examples.

Language arts as a discipline does not, by definition, include <u>foreign</u> language study. Teachers of English, rather than their foreign language counterparts, often wind up teaching Goethe, Proust, Cervantes, and Dostoevski simply because their masterpieces have been translated. Knowledge about the cultures of languages taught in our schools is generally transmitted by history and social studies teachers. We feel compelled to point out, in the absence of mandated foreign language study for all prospective teachers, that the knowledge these individuals bring to their classrooms is most often itself gained from translations and stems from teachers who, also, like those just described, do not know the language of the culture being presented and do not have access to supporting materials about that culture in <u>any</u> language except English.

When hard economic times hit schools, as they frequently do in a society that pays more lip service than cash to educational practitioners, foreign language teachers share with colleagues in art and music the dubious distinction of being the first to feel the cold scalpel of retrenchment. While opinions about the value of a discipline are bound to vary, Koppel concluded her 1982 survey of teachers and administrators by noting that "language teachers think foreign language study is extremely relevant, and administrators are less enthusiastic."[4] More recent research by Linda Crawford-Lange indicates that Minnesota high school principals have "generally positive perceptions" about foreign language study.[5] Crawford-Lange's survey thus comes to conclusions far different from those of DeFelippis, who found Pennsylvania principals generally unimpressed by any perceived value of foreign language study.[6] At best, this situation can be termed a lack of communication between practitioners of a discipline and those responsible for administering education; at worst, it is cultural myopia of a frightening nature.

But there should be little wonder that foreign language study is not perceived as one of the most practical disciplines in education. Language study also has none of the glamor that envelops other areas of study. It will not directly solve energy problems, lead to a solution to acid rain, stabilize the world's economy, stop a military invasion, or enable us to reverse famine.

Language teachers do not normally prove their value to the

community by parading a uniformed marching band or inviting the public for an evening of symphonic or choral music. Language teachers generally do not arrange for their charges to trounce opponents in sports or impress parents by staging a play, putting on a gallery exhibition of student art work or mechanical drawings. Students generally do not learn to survive in the wild or climb cliffs by taking foreign language classes. Students seated in a language laboratory with earphones on (the "action shot" of foreign language study) are somehow not as dramatic or appealing a picture as physicians, nurses, and technical personnel clustered around an operating table saving yet another life--or as dramatic as pictures of pilots, seated in complex cockpits and wearing headsets similar to those worn by foreign language students.

Most important for our present purpose, however, is not that school administrators do not comprehend the special role of foreign language teachers; nor is it more than merely unfortunate and perhaps depressing that curriculum designers and advocates in international and global education also tend to overlook or downplay the importance of foreign language study to their disciplines. What is important, after all is said and done, is that many foreign language professionals themselves do not realize that global and international education are hollow shells if they are designed and implemented using sources presented in only one language, reliant on only an English language

perspective to address world problems and accomplishments. A sample of recent professional publications reveals a concern for integrating language study with all parts of the curriculum. Shane and Silvernail, for example, point out that foreign language study can "expand a wholesome world view and a spirit of... friendliness...by increasing our understanding of others...[and] by building respect for difference and an appreciation for the contributions of cultural pluralism in a global society."[7] In a 1979 statement, C. Edward Scebold, executive director of the American Council on the Teaching of Foreign Languages, points out that foreign language study has been removed from its humanistic roots; the profession, he states, will have to make "every effort...to reestablish... philosophic and content ties with the humanities."[8] Strasheim sees in global education "a multidisciplinary phenomenon providing foreign languages with an opportunity to become integrated into the total school curriculum in ways not possible in the past."[9] She goes on to note that a complete restructuring of the curriculum is in order (p. 129).

Abramowitz and Ferguson echo Scebold in their assertion that language study has lost its relationship with liberal education. Joint ventures of ACTFL and the National Council on Social Studies received much attention early in the 1980s. The common efforts of the two organizations pointed to a realization on both sides that each was missing something without the other and assumed three things according to the authors: "First, that

foreign language learning should not be separated from the cultural and social bases out of which the languages grow. Second, that the integration of language and culture study must start as early as possible in the precollegiate sequence. Third, that such interdisciplinary collaboration is not the American norm and does not happen easily. There must be substantial reforms in teacher education and inservice training."[10]

Loew and others advocate several strategies intended to bring language study into a global perspective. Educators in languages should analyze whatever "global potential" their materials possess; conduct their planning around "cultural universals" (that is, around crosscultural themes and topics); and plan curriculum around "concept themes" (e.g., celebrations and festivals).[11]

Crawford-Lange and Lange assert most strongly that foreign language professionals, textbook writers and teachers alike, should insist on a "marriage" between the teaching of language and culture. This unification, they note, "can be associated with the goals of global education: awareness of the world situation, awareness of the choices people make, understanding of international relationships, consciousness of and respect for alternative world views, and cross-cultural awareness."[12] They go on to point out that global education could be merely another passing educational fad, but "...passing fad or powerful curricular thrust..., culture belongs in the language

classroom..." (p. 168).

In an article on global education, Haenicke points out that foreign language study "will bring about broadened perspectives in a young mind."[13] One of our tasks in the present paper is to underline Haenicke's statement, recommending various routes through foreign language study for the enrichment of potential teachers in all areas of the curriculum as well as through exposure to foreign peoples, to their value systems, and to their aspirations as citizens of the world. In fact, the authors assert most emphatically that a "global perspective" cannot exist in a monolingual environment. Haenicke claims in the same article, however, that "there cannot be a global approach to the study of a foreign language in any strict sense" (p. 23). We remain undaunted despite that. The foreign language curriculum itself can also become more global than it is at present, providing a broader perspective on languages and peoples alike. We provide, therefore, recommendations for conceptual and structural changes in the foreign language curriculum. We believe that meeting our recommendations is indeed possible. Moreover, we take considerable comfort in the large number of recent studies of American education that place renewed emphasis on foreign language study.[14] Also encouraging are actions of a "grassroots" nature in a widely diverse group of states, all of which bring foreign language study and the public interest to a unified and central position.[15]

FOREIGN LANGUAGE STUDY AND THE CONTEMPORARY CURRICULUM

The beginning levels of foreign language study in secondary and post-secondary institutions generally place equal emphasis on the four skills of listening, speaking, reading, and writing; some institutions recognize a fifth "skill" -- a knowledge of culture -- supposedly integrated into the teaching and learning of the other four. Mid-levels of instruction consist of composition/conversation courses, introductions to literary study, and a selection of contemporary civilization courses, some of which are taught in the foreign language. Upper levels of instruction consist almost exclusively of literature classes centered around either a genre or a particular period of time, although some departments do include advanced courses in language study as well. Potential teachers either of foreign languages or of the other discipline areas have contact with foreign languages through one or several of these levels of instruction.

Despite recent emphasis in the foreign language profession itself on "communication" and on "communicative competence," students within basic foreign language courses are rarely required to achieve even limited proficiency. (Indeed, to our knowledge at this writing only the University of Pennsylvania and the University of South Carolina have a proficiency requirement for graduation in contrast to a more traditional requirement specifying the accumulation of a set number of credit hours).

While proficiency is generally acknowledged to be related to competence in the spoken language, in reality, in most college foreign language departments "proficiency" is mostly determined by scores on paper and pencil tests of discrete point grammar. The "Provisional Proficiency Guidelines" of the American Council of the Teaching of Foreign Languages, a professional organization representing 10-15% of the foreign language educators in the United States, are based on descriptions of oral interview test behaviors obtained from foreign service officer trainees at the Foreign Service Institute. Parallel guidelines for testing behaviors have also been generated by ACTFL for listening, reading, and writing. Unfortunately, for the context of the humanities curriculum, these guidelines remain unvalidated as of this writing and have begun to encounter scholarly criticism.[16] Hence, for a while at least, proficiency will remain synonymous with paper and pencil achievement.

Communicative competence is also rarely achieved because of the reality of language learning itself. Language is social in nature, not merely linguistic; therefore, the learning of a language necessarily requires a social, interactive environment. Since the standard language class has an enrollment of anywhere from thirty to forty at the high school level and around twenty in college or university classrooms, admitting considerable variation depending on the size and relative wealth of institutions, creating a social environment in which communicative language learning can occur is difficult at best. With easy

access to excellent laboratory facilities which include video tape as well as interactive video components, a more realistic environment than present classrooms offer can be created. But, unfortunately, these instructional materials and facilities are lacking within many--perhaps even most--instructional settings in the United States, having been allowed to deteriorate to a point of near uselessness following a boom in their use during the sixties and early seventies.[17]

Consequently, many potential teachers--of foreign languages as well as of other subjects--fail to achieve a level of foreign language competence possibly attainable within an English-speaking environment and, simultaneously, fail to see their own teachers work competently with a wealth of materials. In other words, the role models for tomorrow's teachers are rarely able to demonstrate their full capacities as teachers because of the limitations of the instructional setting itself.

Upper level courses -- those which contain potential foreign language teachers as well as other students -- are centered primarily on literary texts.[18] The objective of these courses is to provide students with skills important to literary analysis and to the integration of aspects of culture -- in short to analyze a written work of art for its aesthetic qualities. While most reading is provided in the actual foreign language, not all classroom discourse is in that language since the primary function of these courses is to provide analytical tools and only

secondarily to maintain language skills.

Foreign languages are seen by and large as separate subject areas parallel to any of the other disciplines; only infrequently are they perceived as potential content carriers. The contradictory nature of "language as an end in itself" is self-evident. Students are rarely offered content other than literature through foreign languages: only infrequently do they perceive foreign language materials as real and legitimate sources of information for their own content area. In sum, successful global education is inconceivable if all teachers, not just those in languages, fail to perceive languages other than English as transmitters of the meaning and value of the human experience.

THE GENERAL CURRICULUM

The authors recognize that a truly global perspective will be achieved only by its infusion into all areas of the curriculum. Listed below are recommendations for areas of the curriculum that do not traditionally include a foreign language component. We discuss recommendations specifically for the foreign language curriculum in a separate section of this paper.

Recommendation 1: The curriculum for potential teachers of any subject matter should be deeply rooted in the liberal arts and humanities. The authors support the ICET's and AACTE's joint statement, A Global Perspective for Teacher Education, and are of

the opinion that all potential teachers should have courses in, among others, global geography, international economic systems, political science, philosophy, comparative literature, and comparative linguistics.[19] A course on geography should emphasize the interdependence of nations on spaceship earth; i.e., that the acts of a single nation in any area--use of natural resources, food supply, or energy allocation--have implications for all other nations. In like manner, a course in economics should underline the interdependence of economic systems which in many cases reflect radically different value systems. A course in political science should deal with human aspirations and underline various value systems to which humans subscribe. In other words, all teachers should be aware that American value systems are not universally shared, that not all peoples strive to achieve the "American dream." Finally, courses in the humanities, such as philosophy and literature, should be included as basic requirements for broadly educated teachers. Philosophy courses should analyze various ethical and moral systems throughout the world, examining questions such as how it is possible for a religious leader like the Ayotollah Khomeini to support terrorism and violence or how a nation that denounces racial discrimination can economically and militarily support one that does. Literature courses within the basic curriculum should provide students with perspectives on significant human questions of meaning and value and should include a balanced representation from a variety of national literatures, especially those of so-

called "Third World" countries.

Recommendation 2: Courses within the basic education requirements for all potential teachers should include recommended readings in foreign languages. In order to provide a truly global perspective on human questions, the entire curriculum must truthfully acknowledge the existence of other cultures rather than paying them merely a cursory glance. To underline their real significance to a well educated teacher, all courses should refer to and discuss points of view written by speakers of other languages (see recommendations 3, 4, and 5 below). Such a system would ensure that potential teachers do not always gain access to other perspectives through only a translator or other intermediary, but rather that they are at least capable of doing so via primary material.

Potential teachers should be asked to read statements about ecology issued by the Green Party in West Germany, or statements about the world oil market written by Vietnamese speakers of French, or on the ethics of education written in Portuguese by supporters of Paulo Freire, or Nobel-prize winning literature by the Latin American author Unamuno. Such readings would state clearly and emphatically that primary material is crucial to the understanding of issues and that access to it can only be accomplished well when one knows other languages.

Recommendation 3: All potential teachers should have at least two years of foreign language study BEYOND THE ELEMENTARY

LEVEL OF INSTRUCTION. In order to gain meaningful access to primary perspectives throughout the globe, all teachers must have some competence in at least one foreign language. Without such competence they are doomed to an eternal acceptance of the interpretations of others, never able to evaluate from their own knowledge base. In addition, such competence provides confidence in speaking about global issues, because the potential teacher with that ability gains access to a wide variety of information sources. Finally, competence in a foreign language provides enormous opportunity for global awareness far broader than merely acknowledging such trivial matters as that Russians celebrate Christmas on January 7, that the Chinese exchange gifts on New Year's Day, and that Latin Americans really do celebrate birthdays with pinatas. Admittedly, the concept of "seat time," that is "two years" of foreign language study is problematic. We contend, however, that in the absence of standardized curricula across the nation it is the most viable and verifiable concept presently available.

Recommendation 4: All potential teachers should demonstrate basic conversational competence in a foreign language. All teachers should be able to exhibit survival skills in speaking a foreign language. In other words, they should have sufficient knowledge of one foreign language to find a hotel, order in a restaurant, ask and receive directions, and exchange greetings. Stated differently, they should be at least competent tourists in a foreign country. Confidence in their linguistic abilities

would do much to encourage foreign travel and gain concomitant perspectives on foreign lifestyles that come with it.

Recommendation 5: All potential teachers should demonstrate professional reading competence in a foreign language. In order to integrate a global perspective into all classrooms, each potential teacher should be able to gain access to content material via content material written in a foreign language. Science teachers should be able to read about current developments in other countries; social studies teachers should have access to information about world opinion on contemporary issues; literature teachers should be able to reflect on how other cultures evaluate literary texts held in high esteem by Americans; physical education teachers should be able to read how their counterparts in other countries perceive the discipline; school administrators could be enriched by data from foreign countries on the solution of disciplinary and curricular problems.

Recommendation 6: All potential teachers should have a foreign study experience of at least six weeks. The foreign study should consist of courses in the foreign language conducted by native speakers. Simple tourism does not guarantee a global perspective. Excellent teachers need more than a two week air conditioned bus tour conducted in English to provide an enriching cross-cultural experience. In like manner, sitting in a foreign country listening to American-speaking instructors does

not provide an adequate experience for potential teachers. Potential science teachers should receive instruction about their discipline in a foreign language; social studies teachers should attend lectures in history and geography given in a language other than their own. In this manner, all teachers would not only improve their language skills, but would gain access to other points of view on the subject matter they intend to teach.

Recommendation 7: A study abroad experience should be linked with a seminar upon return to the United States in order to share the experience with others and to enable all students to benefit from different cultural experiences. The authors acknowledge that teachers will be able to participate possibly in only one pre-service study abroad experience of a rather limited nature. In order to enhance it, students should be able to discuss their experiences in an organized fashion with one another and with a faculty member trained in cross-cultural communication. Doing so broadens the foreign experience and enables other potential teachers whose foreign language is German, for example, to benefit from the studies of those whose language might be Chinese, Portuguese, or Russian, etc.

Recommendation 8: All teachers should have a foreign language experience (FLEX) in an uncommonly taught language linked to a "have not" nation. Foreign language experience, FLEX, is a curricular model used primarily in the elementary and middle school system to provide pupils with an introductory experience in foreign language study and with an awareness of the

cultures of other peoples of the world. This model should be expanded to include experiences for teachers and potential teachers. Global education underlines the importance of understanding the dichotomy between "haves" and "have-nots." One of the ways to begin to comprehend the "have nots" is to communicate with them in their languages. An opportunity of this sort would not only deepen sympathetic understanding, it would also make future teachers sensitive to the experience of many of the non-English speaking students currently in the American school system.

Recommendation 9: Foreign Language study in the Elementary School (FLES) should be mandated. One of the difficulties with the notion of global education is that it is somehow distinct from other components of the curriculum -- in other words an awareness of other cultures seems to become a responsibility within the domain of upper grade levels, after children have been instructed within a monocultural value system and setting. In order to begin rooting the global perspective properly, potential teachers need to have a multicultural experience from the beginning. We believe that to provide this experience is to include foreign language study as a basic subject in the elementary school curriculum. Such language study would, as experiences in such school districts as Cincinnati and Milwaukee demonstrate, eventually yield to an immersion experience in which the elementary curriculum is taught in the-by-then-not-so-

foreign language(s). If future generations of teachers are to be truly successful at infusing a global perspective into their instruction, they need to be provided with it from the inception of their education.

Recommendation 10: All teachers and potential teachers should be encouraged to teach abroad. Many foreign countries welcome American teachers into their school systems to provide instruction in all discipline areas. Even a brief foreign experience as a teacher heightens awareness of different expectations on the part of students and varying perceptions of the teacher by students. Placing teachers within systems that perceive the role of the instructor differently than does the American system will make teachers sensitive to their role in society and provide a potentially changed outlook on the teaching profession.

In sum, we support recommendations that provide opportunities for pre- and in-service teachers to gain first-hand, primary impressions of their world neighbors, to gain access to and comprehend additional information sources, and to make their insights into the teaching profession truly global in perspective. That in turn means that global education itself must include foreign language mastery as an essential component or risk losing "global" from its designation. Anything pursued purely in one language cannot and should not be perceived as global.

THE FOREIGN LANGUAGE CURRICULUM

Recommendations for the infusion of a global perspective into the curriculum at large present major implications for the foreign language curriculum, seen both as a whole and as individual courses. Listed below are recommendations specifically focussed on the present foreign language curriculum.

Recommendation 11: Culture should be taught in an interactive manner. Foreign language classes, regardless of level, generally focus on the impact of a foreign civilization on American culture. The artistic, political, or economic, contributions of various ethnic groups to American society are discussed. Rarely are students introduced to the impact of American culture on its foreign counterpart, other than, of course, in a military sense. That technical vocabulary being generated by American English finds its way into foreign vocabularies (altered only by a variation in pronunciation), or that American tastes determine the farm products produced for export in some foreign economies generally remain unmentioned. In like manner, a foreign culture is rarely presented in terms of its interaction with other foreign cultures. A foreign culture is generally presented as a static entity having an impact on individual Americans or on their home culture (as if even it were a static and uniform entity). The notion that French and German culture interact on a daily basis and respond in kind is never mentioned.

Recommendation 12: Instructional materials written by native speakers of the foreign language in the foreign country should be included in language courses in America, from the beginning. Many--perhaps even most-- of the materials used in lower level foreign language classrooms are written by Americans (in consultation with a native speaker or speakers) who speak the foreign language non-natively and are produced by publishers in the United States. Such materials, while laudable, tend to provide a certain interpretation of the foreign language and its speakers. Materials written by native speakers and published in foreign countries for the education of natives of those countries do exist and can be utilized in American classrooms. Students of Russian, for example, should have the opportunity at some point, to learn from materials written by Russians and intended for use in classrooms in the Soviet Union. German students should study from materials written for learners of German by West and East Germans, Swiss, and Austrians; students of Spanish should have access to Spanish language learning materials written by natives of both Spain and Latin America; French students should learn from materials written on Haiti, in Guyana, or on Madagascar as well as in France. Such materials provide viable learning options and give students and teachers additional opportunities to enrich their understanding of other cultures through their languages.

Recommendation 13: Courses within the Special Purposes curricular model should be provided for potential teachers.

Language for Specific Purposes (LSP) is a common curricular model particularly within English-as-a-Second-Language settings. We recommend that foreign language departments offer courses such as "French for Social Studies Teachers," "Russian for Biology Teachers," or "German for Elementary School Teachers" in the same manner that many Spanish Departments offer courses such as Spanish for the medical professions. Using an LSP model could encourage pre- and in-service teachers to pursue foreign language study with a definite purpose in mind. It could also enhance confidence for teaching abroad. In like manner, Special Purpose models have been found to be an advantageous mechanism for effective language instruction.[21]

Recommendation 14: Literature courses should provide a perspective on contemporary life in the foreign cultures. Recent data presented by Ratych concerning the undergraduate German literature curriculum indicate that it may reflect a reality that is neither viable within a 1985 context nor reflective of any component of East German life (in particular).[22] The present college curriculum seems to have been set in the early 1960s and to have evolved into an American version of the German canon. We suspect that a similar pattern may be extant in the literary curricula of other foreign languages as well. Such data cause us to insist the foreign language curriculum be responsive to a contemporary reality in order "to provide knowledge about the world...consistent with global realities."[23] The purpose of our

criticism of portions of the present curriculum is not to argue for eliminating historic texts from it, but to help ensure a contemporary view as well. In order to achieve this perspective, courses should be infused with current foreigners' thoughts on their own works of art as well as with those of other foreign cultures on the text being read. In other words, Latin American literature courses should include discussions of criticism written not only by Americans, but also by peninsular Spaniards, by North American Hispanics, and by citizens of British Commonwealth countries. Such awareness of works of art by readers other than Americans will foster a global perspective on literary criticism.

Recommendation 15: Foreign language programs should implement and adhere to certain competence standards. Foreign language programs have a responsibility to provide potential teachers with usable language skills. A constant emphasis on grammatical accuracy and on finely honed skills of literary analysis does not necessarily foster a notion that language is a social tool. Students, especially potential teachers, should not be shortchanged by goals that do not impart a functional use of language. By these statements, we do not argue against grammatical accuracy and interpretive skills. We do, however, argue that these skills are insufficient for providing potential teachers with a global perspective. Foreign language programs must provide students with opportunities to be instructed and to interact in the foreign language so that students and potential

teachers acquire the necessary skills to prepare and conduct their own classes on a level of linguistic and cultural accuracy and excellence.

Recommendation 16: Foreign language teachers should be competent in instructing some basic content through language. We acknowledge that language is rarely an end, but generally a means and, therefore, believe that language teachers should be able to conduct subject matter instruction in the foreign language. In other words, potential language teachers should be encouraged to major in both a foreign language and in another content area such as history, geography, biology, or mathematics, or art so that they are able to teach their second major in the foreign language as well as in English. If foreign language departments begin to insist that majors be thoroughly competent in their major foreign language, if teachers' skills are honed to a level of such competence, they should be confident in their classroom experiences and also aid their colleagues from other content areas in maintaining a global perspective.

Recommendation 17: Foreign language departments must provide courses to help potential teachers and in-service teachers MAINTAIN their language competence. The authors recommend that language for specific purpose courses be added to the undergraduate curriculum for teachers in general (recommendation 13). But these courses are indeed inadequate for foreign language teachers. Since the language competence of

foreign language teachers needs to be monitored periodically, language departments should provide retraining courses and serve as monitors of the linguistic quality of the foreign language profession. Teachers in turn, must recognize that departments cannot plan such courses if the teacher-students do not register for them at no matter whose expense.

CONCLUSION: SOME PERSPECTIVES ON IMPLEMENTATION

A global perspective on all components of the teacher education curriculum can be achieved only through changes in the attitudes of all concerned--students, in-service teachers from all subject areas, administrators, college and university faculty members, society in general. Our goal, a global perspective as a product, cannot be legislatively determined any more than civil rights legislation resulted in immediate desegregation or in equality for those directly concerned. Bold legislative action does tend to focus attention, however, on critical needs. We believe that those involved in teacher education must concentrate on the process of globalization, admitting from the outset that the process will take several decades under the best of conditions to meet its goal. At the same time, however, we believe that immediate action needs to be taken so that present momentum will not be lost. Stated differently, we are fully aware that our suggestions will be met with opposition, but maintain that meaningful progress cannot be made without

addressing them.

At the top of our list of priorities that would enable our suggestions to be implemented is a return to the notion of foreign language study as a requirement, but one that will aid the development of communicative competence in a language. With regard to our recommendations 2-5, 8-9, and 11-17, we therefore urge that institutions of higher education reinstate a foreign language requirement for admission and add one for graduation as well. That is, for the immediate future students should have a minimum of two years of high school foreign language study that they will then build upon while in college. The goal here is competence in language use, not the amassing of credits. Such a mandate would help to implement a global perspective for all students and teachers by: 1) strengthening language skills to a heretofore rarely achieved level; 2) enhancing college and high school language programs; 3) helping American education toward what should be a primary goal--namely, a foreign language program for American children that begins in grade one and is supplemented all of the way through the college years. The extra effort is essential. Rivers argues that "learning another language for communication, so that we may hear representatives of other nations explain their viewpoint or read what they have to say to us and to each other...is one of the essential elements for education today."[24] In recognizing that learning a foreign language does not necessarily bring about a global perspective, Rivers suggests (p. 28) that cooperation with other subject

matter areas can lead toward the "informed understanding...needed for an open-minded and culturally detached collaboration with other nations in the solutions of problems of planetary concern."

Second, the program we advocate will obviously require a commitment of time and money on the part of all concerned. At the top of the list of changes needed to implement especially our first recommendation, though, is that teacher education must be recognized as professional training in addition to and apart from the achievement of an undergraduate liberal arts degree. Professional education courses should be eliminated from the undergraduate experience so that potential teachers are guaranteed access to the courses and experiences necessary for a liberal arts degree. Moving teacher education and certification to a post-baccalaureate level would also enhance the prestige of the teaching profession, raise the entrance level quality of pre-service teacher candidates, and do much thereby to alleviate the spirit of near hostility that exists traditionally between faculties of education and liberal arts. In addition to this basic structural change in colleges of teacher education, our recommendations call for curricular flexibility within foreign language departments in order to reach implementation (recommendations 8 and 13). Courses offered between the hours of 8 a.m. and 4 p.m. will not meet the needs of most in-service teachers. At the same time, we believe that teachers should not be doomed to endless summers of refresher courses. Rather, we

suggest that courses be offered upon demand in the evenings or on successive Saturdays, for example. We also suggest that members of foreign language departments offer courses at public schools at the convenience of teachers in a manner parallel to that employed by many mathematics and science education faculty. Creative planning, flexible credit systems, cooperative faculty members, and convenient coursework for which teachers are rewarded could make these recommendations a reality.

Third, we are fully aware that our recommendations 6, 7, and 10 will also require creative approaches to funding if they are to be implemented. We submit, however, that the benefits to be derived from these experiences far outweigh the required investment. Consortia of American and foreign institutions should be built to provide equal exchange programs; six weeks of study, room, and board at a U.S. institution should be provided in exchange for six weeks of the same at a foreign college or university. A similar program could be developed for in-service teachers: six weeks of teaching in a foreign country in exchange for six weeks of teaching in America. We realize that present teacher contract agreements render this proposed system almost unworkable; but teachers who do participate in exchange programs should be rewarded. At present, salary incentives make additional coursework appealing to teachers; a foreign teaching experience should have the same type of incentive reward.

We recommend that the American Council on the Teaching of Foreign Languages and its affiliated teacher organizations form a

working committee (or committees) on global education. The committee's charge should include: 1) the development of a K-12 model curriculum integrating foreign languages and global education; 2) a study of the potential impact of satellite and computer-video technology on the "classroom" (if any) of tomorrow and their potential for the globalization of the classroom and the curriculum; 3) the development of a program of certifying communicative competence in a foreign language. We support recent efforts on the part of ACTFL to develop a test of communicative abilities. Yet, we repeat that these efforts have not yet provided an adequately researched, reliable, valid measure of such competence. Given our recommendations, potential teachers have the right to be evaluated in terms of their ability to instruct subject matter in the foreign language. That would doubtless require in turn that subject matter boards certify teacher competence. It would also underline the importance of real world language use and certify its implementation in the curriculum.

We are not so naive as to believe that any of the above can be accomplished without considerable stress. What we hope above all is that our recommendations will serve as a catalyst for continued discussion of serious and well reasoned approaches to change in American education, changes that will restore foreign language study to a central position in the curriculum -- a curriculum taught in a world, such as we now have, in which a

teacher can conclude a class in New York at 3:00 in the afternoon and be in Mexico City in time for dinner or in Rome before breakfast the next morning. The influence of the United States in the modern world is too great for the educational community or the government to continue to maintain a monocultural outlook. Our continued well-being is dependent on our willingness to consider constructive change.

Notes

1. Alice C. Omaggio et al, "Foreign Language in the Secondary School: Reconciling the Dream with the Reality," Foreign Languages: Key Links in the Chain of Learning, ed. Robert G. Mead, Jr. (Middlebury, VT: Northeast Conference, 1983), p. 44.

2. Lorraine A. Strasheim, "Establishing a Professional Agenda for Integrating Culture ino K-12 Foreign Languages: An Editorial," Modern Language Journal, 65(1981), p. 67.

3. "Strength through Wisdom: A Critique of U.S. Capability," Modern Language Journal, 64(1980), p. 11.

4. Irene E. Koppel, "The Perceived Contribution of Foreign Language to High Priority Educational Goals," Foreign Language Annals, 15(1982), p. 438.

5. Linda M. Crawford-Lange, "Minnesota High School Principals' Perceptions of Foreign Language Programs," Modern Language Journal, 68(1984), p. 352.

6. Dominick DeFelippis, "Views of Secondary School Superintendents on Foreign Language Study: A Support/Constraint Analysis," Foreign Language Annals, 12(1979), pp. 139-44.

7. Harold G. Shane & David L. Silvernail, "Foreign Language

Study for a World in Transition," The Language Connection: From the Classroom to the World, ed. June K. Phillips (Skokie, IL: National Textbook Co., 1977), p. 18.

8. C. Edward Scebold, "An ACTFL Position Paper: Foreign Language and International Education in the Twenty-first Century," Foreign Language Annals, 12(1979), p. 27.

9. Lorraine A. Strasheim, "Broadening the Middle School Curriculum through Content: Globalizing Foreign Languages," Action for the '80s: A Political, Professional, and Public Program for Foreign Language Education, ed. June K. Phillips (Skokie, IL: National Textbook Co., 1981), p. 129.

10. Norman Abramowitz & Henry Ferguson, "New Opportunities for Interprofessional Cooperation," Action for the '80s: A Political, Professional, and Public Program for Foreign Language Education, ed. June K. Phillips (Skokie, IL: National Textbook Co., 1981), p. 75.

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12. Linda M. Crawford-Lange & Dale L. Lange, "Doing the

Unthinkable in the Second-Language Classroom: A Process for the Integration of Language and Culture," Teaching for Proficiency, the Organizing Principle, ed. Theodore V. Higgs (Lincolnwood, IL: National Textbook Co., 1984), p. 166.

13. Diether H. Haenicke, "A Humanistic Perspective," Perspectives of Global Education, ed. Raymond H. Muessig & M. Eugene Gilliom (Columbus, OH: OSU College of Education, 1981), p. 23.

14. See, for example, "Strength through Wisdom: A Report of U.S. Capability," Modern Language Journal, 64(1980), pp. 9-57; National Advisory Board on International Education Programs, Critical Needs in International Education: Recommendations for Action (1983); National Commission on Excellence in Education, A Nation at Risk: The Imperative for Educational Reform (Hastings-on Hudson, NY: ACTFL, 1983), pp. 25-26; Foreign Languages in the Schools (Princeton, NJ: ETS, 1983); Making the Grade: Report of the Task Force on Federal Elementary and Secondary Education Policy (New York: Twentieth Century Fund, 1983); William J. Bennett, To Reclaim a Legacy: A Report on the Humanities in Higher Education (Washington: NEH, 1984); Richard D. Lambert et al, Beyond Growth: The Next Stage in Language in Area Studies (Washington: AAU, 1984), esp. pp. 29-94; Study group on the Conditions of Excellence in

American Higher Education, "Involvement in Learning: Realizing the Potential of American Higher Education," Chronicle of Higher Education, 24 October 1984, pp. 35-49.

15. In this regard see the summary report "State Initiatives and Activities in Foreign Languages and International Studies," Northeast Conference Newsletter, 16(1984), pp. 42-47.

16. ACTFL Provisional Proficiency Guidelines (Hastings-on-Hudson, NY: ACTFL, 1982); see also Sandra Savignon, "Evaluation of Communicative Competence: The ACTFL Provisional Proficiency Guidelines," Modern Language Journal, 69(1985), forthcoming; James P. Lantolf & William Frawley, "Oral-Proficiency Testing: A Critical Analysis," Modern Language Journal, 69(1985), forthcoming.

17. A notable exception seems to be a program initiated at Earlham College. See Richard Jurasek, "Practical Application of Foreign Languages in the College Curriculum," Modern Language Journal, 66(1982), pp. 368-72.

18. See Richard D. Lambert et al, Beyond Growth: The Next Stage in Language and Area Studies (Washington: AAU, 1984), p. 45.

19. A Global Perspective for Teacher Education (Washington: AACTE, 1983).

20. See Lorraine A. Strasheim, "FLEX: The Acronym and the Entity," Die Unterrichtspraxis, 15,i(1982), pp. 60-63.

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22. Johanna Ratych, "Kritische Analyse vorhandener Lehrwerke," New Yorker Werkstattgespraech 1984: Literarische Texte im Fremdsprachenunterricht, ed. Manfred Heid (Muenchen: Kemmler & Hoch, forthcoming 1985).

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24. Wilga M. Rivers, Speaking in Many Tongues: Essays in Foreign-Language Teaching, 3rd ed. (Cambridge: Cambridge Univ. Press, 1983), p. 28.